



CT STATE DEPARTMENT OF EDUCATION

After School Grant
Program Funding Opportunities
Orientation/Bidders Conference
May 19th, 2011
Dr. Agnes Quinones
After School Program Manager



Agenda

Welcome and Introductions

Dr. Agnes Quiñones

General Grant Overview and Q&A

Dr. Agnes Quiñones

After School Snack Program

Jacque Schipke, Associate Education Consultant

Bureau of Health/Nutrition, Family Services and Adult Education, CSDE

Data collection process and objectives

Marla Berrios, Afterschool21 Training and Support Specialist

CT After School Network

NIOST's Assessment of Afterschool Program Practices Tools

Ken Anthony, Director of Professional Development

CT After School Network

Break

Effective Planning for Quality Programming

Ken Anthony, Director of Professional Development

CT After School Network

Parent Involvement in After School

Michelle Doucette Cunningham, Executive Director

CT After School Network

Q and A / Wrap-up



The purpose is...

- to create programs that provide students with academic, enrichment and recreational opportunities designed to complement their regular school day.
- to provide opportunities for the families of these students to participate in educational programs.




Organizations eligible to apply for after school state funds

- Local education agencies (LEA's).
- Community-based organizations (CBO's).
- Faith-based organizations.
- Other public and private entities.
- A consortium of two or more agencies/ organizations, or entities.
- Partnerships one or more.
- Signatures are required and very important.



After School Funding Allocation

- \$4.5 million for each of the two years (pending state budget funding each year).
- Grants range from \$25,000 to a maximum of \$150,000 each year.
- Parent fees are allowed using a sliding fee scale.



Three Options

- A: Elementary and Middle School
- B: High School
- C: STEM – Science, Technology, Engineering and Math



Hours of Operation

- Elementary and Middle School:
12 hours per week, at least 4 days a week.
- High School:
9 hours per week, at least 3 days per week.
- Minimum of 25 weeks.
- No “drop in” programs.
- Can make up hours with Saturdays and special events.
- Students serviced should be the same.



Number of students

- Average number of students that are expected to attend on any given day.
- Number of students that will attend a minimum of 60 percent of all program activities.
- Total number of students to be served annually including before school, after school, school vacations and summer.
- 75% of each required for 2nd year funding.

Supplement not Supplant



- Grantees must use program funds to supplement and not supplant other Federal, State, and local funds.
- Funding streams— EHS, federal after school funds.



Checklist for Success

- Targeted vision, clear goals and measurable objectives—realistic/practical.
- Identify the services to be provided, the days/hours of operation and who will participate (parents).
- Identify partners—roles/responsibilities/timelines.
- Link program to a community need — students – measurable terms.



Budgeting

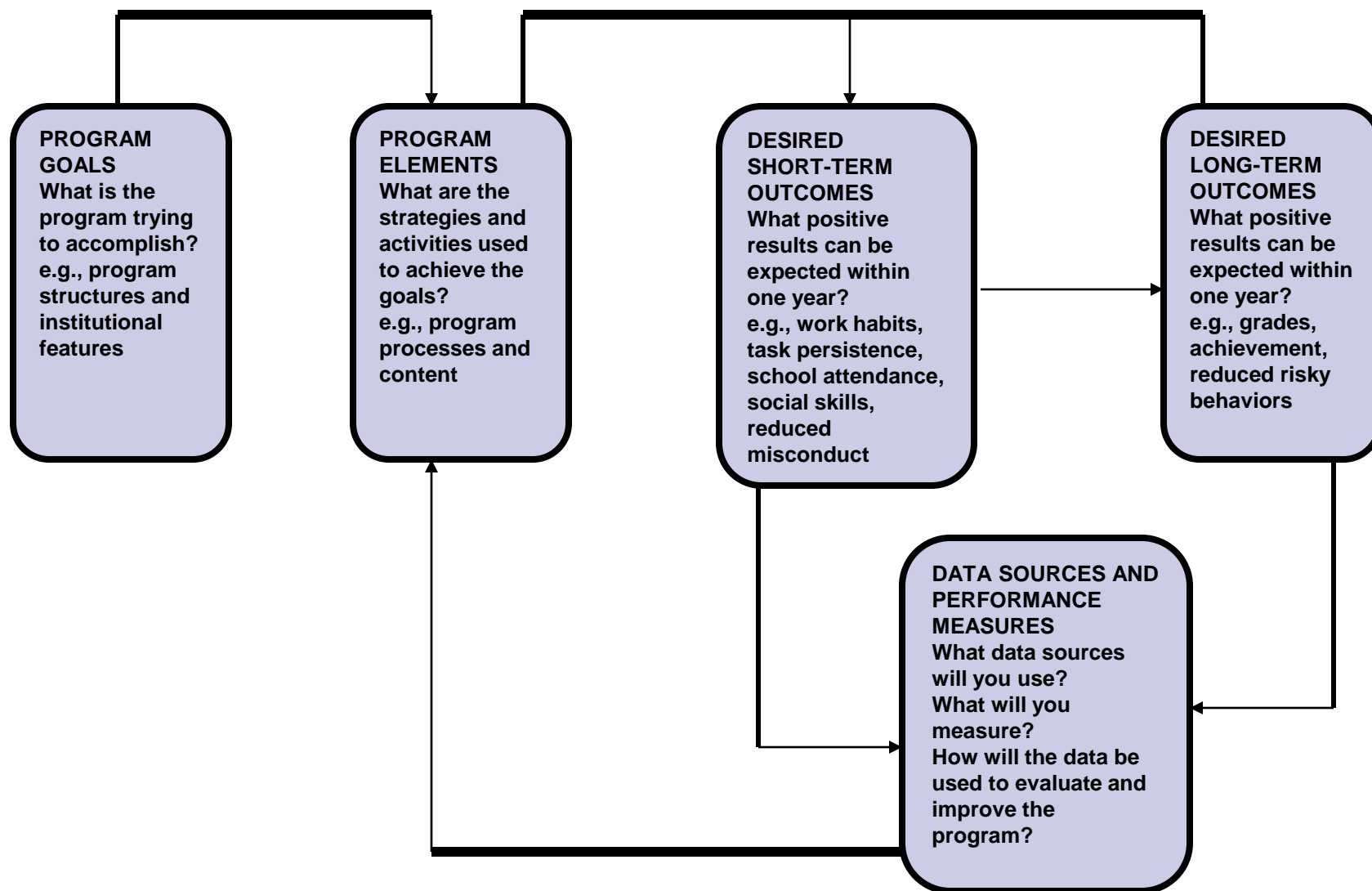
- Elementary and Middle School Students
\$1,500 - \$2,000 per student
- High School Students
\$1,200 - \$1,500 per student



Requirements and deadline

- Grant deadline: June 23rd, 2011 4:30 p.m.
- Original and three copies
- Cover page must have all required signatures (LEA and Partner-Lead agency)
- Cover page-identify who you are! No acronyms
- Required signatures
- Grant review process
- Competition notification and interview process
- Professional development, data collection and evaluation requirements

Logic Model: A Visual Representation of a Theory of Change





A. NEED FOR PROJECT

- Provides a description of the applicant community and the needs of the target population. (5 pts.)
- Provides evidence that the applicant community or an individual school of the community is considered to be in need of improvement based on Connecticut Mastery Test (CMT) and /or Connecticut Academic Performance Test (CAPT) results. (10 pts.)



B. QUALITY OF PROJECT DESIGN

- Provides a description of the partnership and working relationship between a local educational agency or school and community-based organization(s) or another public or private organization. (5 pts.)
- Identifies target population, including number of students to be served and addresses needs of target population. (10 pts.)
- Offers students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, art, music and recreation, technology education, character education and complements the regular academic program of participating students. (5 pts.)



B. QUALITY OF PROJECT DESIGN

- Offers parents a broad range of activities to promote parent involvement. (10 pts.)
- Documents logical and realistic project goals, objectives, activities and timeline. (State Guidelines: 25 weeks, 12 hrs/wk, no less than 4 days a week). (5 pts.)
- Describes how children will travel safely to and from the program and home. (5 pts.)



Program Priorities

- **Options A and B**

- Literacy (15 pts.)

- Math/Science (15 pts.)

- Wellness Component (5 pts.)

- **Option B only**

- College and Career Readiness (10 pts.)

- **Option C**

- Math (15 pts.)

- Science, Technology, Engineering (15 pts.)

- Wellness Component (5 pts.)



C. ADEQUACY OF RESOURCES

- Provides a description of the adequacy of support, including facilities, equipment, supplies and other resources, from the applicant organization or the lead applicant organization. (5 pts.)
- Demonstrates that costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (10 pts.)



D. QUALITY OF MANAGEMENT PLAN

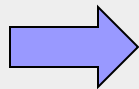
- Describes how the organization will disseminate information about the programs to the community in a manner that is understandable and accessible. (5 pts.)
- Provides description of the adequacy of the management plan to achieve the objectives of the proposed project on time, within budget, including clearly defined responsibilities and milestones to accomplish project tasks. (10 pts.)
- Provides a description of the coordination of proposed project, between parents, teachers, the community and students. Includes planning and preparation time for after-school teachers to align the program activities with the daily classroom expectations. (10 pts.)



E. DISTRICT IMPROVEMENT PLAN

- CSBE-approved District Improvement Plan has an after-school component with evidence provided of district's related after-school activities. (5 pts.)

CSDE Curriculum Framework Links



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- [Report of the State Commission on Educational Achievement \[PDF\]](#)
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- [Becoming an Educator](#)
Requirements on becoming a newly certified teacher, identification of planned programs and job vacancies.
- [TEAM Program](#)
The Teacher Education And Mentoring Program is a new beginning teacher induction program, effective July 1, 2010. This site will provide information and resources as they become available.
- [Career Advancement/Award Programs](#)
Advancing your educator certificate, continuing education units, professional development, National Board Certification and educator awards.

Grant Opportunities
This link provides information on state, federal and private grant opportunities and applications that are available to eligible applicants.

Leadership Initiatives
Standards, induction, professional development, effective practices, SAELP grant.

Paraprofessionals

Retirement
Teacher Retirement Board and State Employee Retirement Systems.

School Improvement/Connecticut Accountability for Learning Initiative

Staff Data, Research & Reports
Information for teachers, administrators and teacher preparation programs.

Teaching & Learning
Early Childhood and PK-12 standards and learning resources including information on PK-16 initiatives

Connecticut State Dept. of Education
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Teaching and Learning

The Connecticut State Department of Education supports its school districts with the development of rigorous and relevant curriculum, PK-12. Curricular development takes place at the district level through meaningful, ongoing, data-informed discussions involving districtwide educators.

Supporting district-based curriculum development, the state provides resources to include frameworks with standards and grade-level expectations, templates for curriculum, and sample lessons and assessments. State-provided professional development, supplementary resources, and Bureau of Teaching and Learning staff are also available to assist.

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CURRICULAR CONTENT AREAS

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EARLY CHILDHOOD LEARNING STANDARDS

- Connecticut Preschool Framework [\[PDF\]](#)

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www.ct.gov/sde: Request for Proposals